

The Sage's Library

K-12 learning roadmap

Planning edition 0.3 | September 29, 2026

This is a plan of topics and their order, not a textbook. It contains 13 levels and 52 proposed unit slots. The two introductory sections currently available provide seven lessons. They do not complete kindergarten. The remaining 50 proposed units need research, detailed instruction, practice, and review.

Four books follow one sequence

The Student Book supplies reading and illustrated explanations. The Adult Teaching Guide supports instruction. The Student Workbook contains matched activities and checks. The Answer and Assessment Guide supplies keys and criteria. Each component uses the same unit and lesson IDs.

Levels and readiness

Grade labels organize increasing complexity, not age deadlines. Beginning readers need adult read-aloud and support. Detailed placement instruments and a comprehensive topic coverage audit remain in development. Proposed demonstrations below are planning targets, not released assessments.

Kindergarten entry

Adult-supported communication and picture access; no independent reading or letter knowledge required.

Reading and page design

One picture and one concrete idea at a time. Short phrases and sentences, usually 2-6 words. Adult introduces unfamiliar labels; independent reading uses explicitly taught sounds and words.

Begin with oral language, pictures, and print because independent reading cannot be assumed. Add a small sound-letter set only after explicit modeling, then blend it. Listening comprehension continues while decoding develops; the level is an entry pathway, not an age deadline.

READ-K-01 | Books, print, and spoken words

3 introductory lessons available; full strand coverage remains unfinished.

READ-K-02 | Speech sounds and letter-sound links

4 introductory lessons available; full strand coverage remains unfinished.

READ-K-03 | Blending and early word reading

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-K-04 | Listening comprehension and supported reading

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Track an English printed line, distinguish print from a drawing, and identify spaces between words.
- Segment and blend selected spoken words and decode a cumulative set of short words using explicitly taught letter-sound correspondences.
- After an adult read-aloud, recount a sequence and answer questions about stated details while identifying an unstated detail.

Research priorities

- Specify a research-informed phoneme/grapheme teaching order, cumulative review, and individual entry checks; check that each assessed correspondence and oral sound skill is explicitly taught and cumulatively reviewed.
- Create or license controlled decodable passages matched exactly to taught correspondences; check language demands, comprehension prompts, and picture cues.

Level 1

Entry-level print awareness plus demonstrated initial sound-letter links and supported blending; add missing links before new patterns.

Reading and page design

Short familiar sentences and brief decodable passages. Picture support, repeated sentence patterns, and one clear direction per activity.

Extend the established sound-letter set into increasingly varied single-syllable patterns. Connected text must use taught patterns before accuracy/phrasing is assessed. Retelling and nonfiction inquiry continue alongside decoding rather than waiting for fluent reading.

READ-1-01 | Phonics, decoding, and word recognition

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-1-02 | Accuracy, phrasing, and fluency

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-1-03 | Story elements and retelling

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-1-04 | Informational texts and vocabulary

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Decode unfamiliar single-syllable words containing taught spelling patterns and identify taught irregular word parts.
- Read an appropriately controlled short passage accurately, self-correct a mismatch, and explain its main events or information.
- Retell a story with characters and event sequence and use a nonfiction text feature to locate a detail.

Research priorities

- Verify the cumulative phonics sequence, irregular-word instruction, and relationship between decoding practice and spelling.
- Select original or licensed decodable and read-aloud texts; determine suitable fluency monitoring without treating one rate as a universal mastery threshold.

Level 2

Accurate access to taught single-syllable patterns and supported retelling; review any missing pattern before longer words.

Reading and page design

Short paragraphs with familiar vocabulary. Introduce new words beside concrete pictures and examples; support a gradual move from decoding to fluent meaning.

Build longer-word work from secure short-word decoding and explicitly taught syllable patterns. Add simple meaningful word parts and comprehension self-checks. Fluency is revisited using suitable texts, not advanced solely because a calendar year has passed.

READ-2-01 | Advanced phonics and word parts

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-2-02 | Fluency and comprehension monitoring

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-2-03 | Characters, events, and text evidence

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-2-04 | Nonfiction structures and text features

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Read selected two-syllable words using taught syllable and spelling patterns and explain the meaning contribution of a familiar affix.
- Reread a suitable passage with attention to punctuation, identify a comprehension breakdown, and use rereading to resolve it.
- Support a character/event explanation with text details and locate information using headings or another taught nonfiction feature.

Research priorities

- Check syllable-pattern and morphology instruction against prerequisite knowledge and the proposed prerequisite sequence.
- Review selected texts for decoding load, knowledge demands, accessibility, and rights; validate the scoring examples for comprehension and oral reading.

Level 3

Taught syllable-pattern knowledge and basic comprehension monitoring; adult support remains for unfamiliar content.

Reading and page design

Connected paragraphs and short sections. Explain subject words in context; use labeled pictures, simple tables, and worked examples.

Introduce multisyllabic and morphological analysis after basic pattern knowledge. Use that access to read connected information and explain character/event relationships. Theme work follows concrete retelling; vocabulary is checked in context rather than guessed from word parts alone.

READ-3-01 | Multisyllabic words and morphology

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-3-02 | Vocabulary and contextual meaning

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-3-03 | Theme, character, and narrative structure

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-3-04 | Informational reading and comparison

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Decode a taught range of multisyllabic words and use a familiar root or affix to test a possible meaning.
- Explain how a character action contributes to an event sequence and support a proposed theme with relevant details.
- Summarize key information and compare two accounts of the same topic, identifying which detail comes from which text.

Research priorities

- Verify morphology examples and distinguish reliable word-part relationships from misleading look-alikes.
- Choose and license paired informational and narrative texts with suitable complexity; check that assessment questions require taught evidence skills.

Level 4

Concrete retelling, contextual vocabulary checks, and supported analysis of longer words.

Reading and page design

Several linked paragraphs with headings. Define new terms, explain diagrams, and connect concrete examples to simple generalizations.

Continue word analysis and fluent reading as needed while increasing inference demands. Compare forms only after learners can describe their visible structure. Nonfiction knowledge supplies context for inference rather than treating comprehension as a context-free skill.

READ-4-01 | Word analysis and reading fluency

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-4-02 | Inference and supporting evidence

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-4-03 | Poetry, drama, and prose

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-4-04 | Knowledge-building nonfiction

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Read an unfamiliar suitable passage, identify a decoding or meaning difficulty, and explain a strategy that resolves it.
- Make an inference and connect it to specific text details while separating those details from the inference.
- Compare the organization of a poem, drama scene, and prose passage and explain information learned from nonfiction.

Research priorities

- Check selected word-analysis and fluency tasks against earlier phonics/morphology prerequisites.
- Secure rights for genre examples and verify factual content in knowledge-building nonfiction, including dates and source limitations.

Level 5

Supported inference with relevant text details and experience with several text forms.

Reading and page design

Longer explanations broken into purposeful sections. Introduce comparisons, multi-step examples, and simple source notes with guided practice.

Combine established word analysis and summarizing into comparisons of viewpoint and information across sources. Figurative interpretation depends on distinguishing literal wording first. Source attribution grows from identifying where individual details came from.

READ-5-01 | Vocabulary, roots, and figurative language

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-5-02 | Theme and summarizing

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-5-03 | Viewpoint and comparing texts

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-5-04 | Information synthesis and source use

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Use roots, affixes, and context to propose and then verify a word meaning, distinguishing literal from figurative usage.
- Summarize a text without substituting personal judgment and support a theme interpretation with relevant details.
- Compare viewpoints across two texts and synthesize shared and differing information with clear source attribution.

Research priorities

- Verify etymological examples and figurative-language interpretations against reliable dictionaries and text context.
- Select rights-cleared paired sources and review the complexity and independence expected by the evidence/synthesis rubric.

Level 6

Accurate summaries, source attribution, and supported comparison of viewpoints.

Reading and page design

Clear middle-grade prose. Define technical vocabulary, separate facts from inferences, and scaffold multi-step reasoning with diagrams and examples.

Move from identifying evidence to explaining how it supports an inference. Literary structure and informational argument are compared after separate guided models. Reading across cultures requires contextual knowledge and avoids treating one selection as a culture's voice.

READ-6-01 | Close reading and inference

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-6-02 | Literary structure and characterization

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-6-03 | Informational claims and evidence

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-6-04 | Reading across genres and cultures

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Support an inference about a character or event with multiple relevant details and explain the reasoning.
- Explain how a structural choice affects a literary passage and distinguish an explicit statement from an interpretation.
- Evaluate a stated informational claim using the evidence provided and compare its treatment with another genre or cultural context.

Research priorities

- Check the planned evidence, structure, and argument progression against the intended text set and prior instruction.
- Review cultural/historical context using authoritative scholarship and obtain permissions for the selected works or excerpts.

Level 7

Supported claim/evidence analysis and an explanation of how a textual detail supports an inference.

Reading and page design

More sustained explanatory reading. Build arguments from evidence and model how to read charts, excerpts, and multi-step procedures.

Build tone and connotation analysis on established literal meaning and evidence skills. Then compare forms, viewpoints, and media treatments. Independent reading choices remain supported by discussion and access checks rather than an assumed uniform reading level.

READ-7-01 | Language, tone, and connotation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-7-02 | Theme, form, and viewpoint

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-7-03 | Argument and media comparison

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-7-04 | Independent reading and discussion

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Explain how particular words contribute to tone or connotation using surrounding text.
- Compare the development of a theme or viewpoint in two texts and explain a relevant difference in form.
- Evaluate an argument or media adaptation and support an independent reading discussion with accurate references.

Research priorities

- Verify vocabulary and interpretation examples using full context rather than decontextualized quotations.
- Choose rights-cleared print/media comparisons and check rubric distinctions among claims, evidence, reasoning, and personal preference.

Level 8

Tone/viewpoint comparison and basic evaluation of arguments and media treatments.

Reading and page design

Longer texts and increasingly independent analysis. Explain abstract ideas through examples before formal language and applications.

Use prior inference and comparison skills to examine ambiguity and conflicting accounts. Allusions require prior access to the referenced work or an explicitly taught contextual account. Research synthesis follows evaluation of each source's claim and support.

READ-8-01 | Textual evidence and ambiguity

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-8-02 | Literary allusion and adaptation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-8-03 | Reasoning, claims, and conflicting accounts

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-8-04 | Reading research and synthesis

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Select strong evidence for an interpretation and acknowledge a detail that complicates it.
- Explain an allusion or adaptation using the source relationship and relevant historical context.
- Compare conflicting accounts, distinguish evidence from assertion, and synthesize findings with source attribution.

Research priorities

- Verify allusion/adaptation source relationships and contextual claims using authoritative editions or scholarship.
- Assess source credibility and rights for a paired-account inquiry; design exemplars showing legitimate disagreement and insufficient evidence.

Level 9

Supported synthesis of differing accounts and ability to acknowledge ambiguous evidence.

Reading and page design

High-school subject prose with precise definitions, worked methods, source context, and explicitly labeled interpretation.

Extend supported textual analysis into sustained interpretations of narrative, poetry, drama, and rhetoric. World-literature contexts are researched alongside the actual selections. Assignment complexity is adjusted to demonstrated source-reading and reasoning readiness.

READ-9-01 | Literary analysis and narrative craft

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-9-02 | Poetry and drama interpretation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-9-03 | Rhetoric and argument evaluation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-9-04 | World literature in historical context

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Develop an interpretation of narrative craft using precise textual evidence and a coherent explanation.
- Analyze a poem or drama scene through structure, language, and performance implications while separating observation from interpretation.
- Evaluate rhetorical choices and an argument's evidence, locating a selected world-literature work in documented context.

Research priorities

- Select rights-cleared literary works with suitable complexity and verify historical context without reducing a culture to one text.
- Review rhetorical/poetic terminology and assessment exemplars against primary texts and authoritative reference works.

Level 10

Sustained textual analysis with accurate quotations/paraphrases and context checks.

Reading and page design

Extended explanations and evidence comparison. Scaffold unfamiliar specialist terms while increasing independent synthesis and application.

Compare translations only after close-reading differences can be documented. Examine assumptions in complex informational texts before independent literary inquiry. Translation wording cannot establish claims about an unfamiliar original language without additional evidence.

READ-10-01 | Comparative literature and translation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-10-02 | Complex informational texts

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-10-03 | Language, perspective, and ideology

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-10-04 | Independent literary inquiry

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Compare two literary works or translations and explain a consequential difference with textual support.
- Synthesize information from complex texts while identifying uncertainty, assumptions, or missing evidence.
- Conduct an independent literary inquiry that distinguishes a text's perspective from the learner's supported interpretation.

Research priorities

- Verify translation authorship, edition, permissions, and limits of comparing English wording without original-language expertise.
- Review scholarly context for perspective/ideology analysis and build a rubric that assesses evidence rather than agreement with a preferred position.

Level 11

Independent source-reading routines and explicit comparison of assumptions or interpretations.

Reading and page design

Sustained analysis, complex sources, and multi-step projects. Explain assumptions, limits, and alternative interpretations supported by evidence.

Combine primary literary reading with contextual scholarship and technical sources. Learners first identify each source's purpose and method, then synthesize qualified conclusions. Regional labels organize selections and never imply that a small canon represents everyone.

READ-11-01 | American literature and historical context

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-11-02 | British and world literature selections

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-11-03 | Scholarly arguments and technical reading

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-11-04 | Critical synthesis across sources

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Interpret an American literature selection using textual evidence and documented historical context.
- Compare a British and a world-literature selection without treating either as representative of an entire culture.
- Synthesize scholarly and technical sources, evaluating methods, claims, and limitations before drawing a qualified conclusion.

Research priorities

- Verify editions, publication dates, rights, and contextual scholarship for the proposed literary selections.
- Select accessible but authentic scholarly/technical sources and validate instruction in disciplinary conventions and source limitations.

Level 12

Documented synthesis of literary and contextual sources, with practice defending and revising an interpretation.

Reading and page design

Advanced secondary reading and independent inquiry. Use precise subject language, transparent sources, and capstone applications; optional extensions remain labeled.

Use a capstone to integrate close reading, source evaluation, and reconsideration of interpretations already practiced. Independence means choosing and defending methods with documented evidence; it does not mean removing accessibility supports or requiring one preferred conclusion.

READ-12-01 | Advanced textual analysis

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-12-02 | Literary criticism as interpretation

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-12-03 | Research reading and source limitations

Planned. Topic research, lessons, exercises, and assessments are not yet released.

READ-12-04 | Independent reading portfolio and capstone

Planned. Topic research, lessons, exercises, and assessments are not yet released.

Proposed demonstrations

- Sustain a close reading that evaluates alternative interpretations and acknowledges unresolved ambiguity.
- Compare critical interpretations and assess how well each explains the primary text's evidence.
- Produce and defend an independent reading portfolio or inquiry with accurate attribution, source evaluation, and reflection on revised conclusions.

Research priorities

- Review the capstone text set for rights, disciplinary breadth, complexity, and accessibility.
- Calibrate portfolio and discussion rubrics using multiple defensible interpretations; verify citation conventions and limits of each research source.

Research and production gates

Each future topic requires authoritative evidence, explicit prerequisites, taught-before-tested content, cumulative practice, keyed assessment, illustrations that support the concept, and editorial and educational review. Framework references do not establish full coverage. No complete KDP edition is ready.

Sources for current sections

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Research practice guide used for explicit sound-letter links, decoding, and a continuing combination of word reading and comprehension. Supports selected teaching methods, not this book's full sequence or complete coverage. Child-page prose is adult-read except explicitly taught sound/word displays. Edition 0.3's exact four-letter order and page length are editorial choices.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

Improving Reading Comprehension in Kindergarten Through 3rd Grade

Research guide used for purposeful text selection and supported discussion of meaning. Adult read-aloud understanding is distinct from independent decoding. The original cup passage is a limited listening activity, not a comprehensive comprehension program or verified real-world observation.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

Phonological Awareness and Phonics Instruction Rubric

Primary implementation guidance for systematic modeling, guided practice, sound-letter linking, and blending. Does not validate the entire proposed K-12 plan or establish a universal child mastery threshold. No source wording or scoring rubric is reproduced.

<https://ies.ed.gov/ncee/wwc/Docs/ReferenceResources/PhonolgcIAwarePhonRubc-508.pdf>